

Caswell, D.B. A history of the development of the secondary school physical and health education programme and the teacher education that accompanied this growth during the period 1900-1965 in Ontario. (Unpublished paper, Board of Education for the Borough of North York, n.d.)

As early as 1846, Dr. Ryerson, probably influenced by the 183209.
European physical education of Jahn, Ling, Guths Muths and McLaren which he saw during his overseas visit, expressed an opinion that physical training and hygiene as well as art, music and home economics should be a part of total education. In support of physical training he published articles in his Journal of Education¹ which described tables of gymnastic exercises and movements for the horizontal bar and wooden horse for use in the school programme. A promise of government aid in purchasing apparatus was supported by positive action through a grant of \$50.00 which was offered as an inducement to each school for conducting drill and gymnastics.²

Physical educators have made use of 'stick drawings' as a visual aid for gymnastics and other activities and although they have thought these to be fairly modern a look at the 1852 Journal of Education revealed that this type of drawing had been used by the Chief Superintendent of Schools more than one hundred years ago.

Two significant regulations of this early period, which indicated an interest on the part of officials and teachers in the promotion of hygiene and physical training programmes for students, were a Regulation of 1875 which stated that drill, gymnastics and calisthenics were to be provided at the discretion of the trustees,³ and a Regulation of 1885 which said,

"The different extension movements prescribed in any text book on the subject should be frequently practised, not only during recess but during school hours....In addition the boys should be formed into companies and taught the usual squad and company

1 Egerton Ryerson, Journal of Education 1852, p. 63.

2 John George Hodgins, Historical and Other Papers and Documents Illustrative of the Educational System of Ontario, 1856-1872, Volume IV, p. 14.

3 Council of Public Instruction, General Regulations for the Organization and Discipline of Public Schools, Province of Ontario 1875, p. 38.

Unpublished paper, Board of education for the Borough of North York.

drill, and the girls should be exercised in calisthenics on Friday afternoons." 1

This latter regulation is evidence of the early affinity that existed between calisthenics, exercises and drill, and in subsequent years it was to become increasingly difficult to distinguish between a physical training programme and cadet corps activities.

A prominent school inspector reporting in the latter part of the nineteenth century had this to say,

"Some parents still have the idea that sufficient physical training is obtained from the buck-saw. Some teachers have the notion that if military drill is conducted there is no need for gymnastic activities." 2

Speakers who addressed the Ontario Education Association on topics related to physical training, hygiene and cadet training were Messrs. McGann and Young in 1865, the Principal of Dundas High School in 1880 and Mr. A. H. Morris of Galt in 1881. These gentlemen spoke of the value of exercises, games, apparatus and drill and stressed the need of physical training for girls as well as for boys.³

It may well be that these, as well as other acts, contributed to the introduction of hygiene, drill and calisthenics to the secondary school curriculum in 1887.⁴

Dr. G. W. Ross, the Minister of Education summarized the place of physical training in secondary schools when he wrote,

"By the regulations of the department it is provided that drill and calisthenics shall be taught during the regular school hours, and in organized classes not less than half an hour per week to the pupils in the first three forms.....Every collegiate

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1. Report of the Minister of Education, 1885, p. 124
 2. M. L. Van Vliet, Physical Education in Canada, p. 53
 3. The Ontario Education Association Proceedings, Minutes of the Annual Meetings 1865, 1880, 1881.
 4. A. Sherrt and A. G. Doughty, (editors), Canada and its Provinces Volume 18, p. 321.

institute (by that is meant a high school of superior standing) is supplied with a gymnasium suitably furnished with mattresses, rings, ladders, and other appliances for gymnastic instruction from a competent teacher. Outdoor sports of all kinds are encouraged and many high schools have football teams and baseball clubs, by means of which ample exercise is obtained." 1

An Inspector reporting to the Minister of Education in 1898 spoke favourably of a sports programme when he commented,

"During the last few years the attention paid to high school sports and games has been gratifying.... It is the settled opinion of the best educators everywhere that any course of education is incomplete that does not afford either directly or indirectly, opportunities for sports, to develop the manly qualities which enter in business and public life." 2

During that same year a Regulation which stated,

"In accordance with Provisions of Section 10 of the High School Act any High School or Collegiate Institute Board may establish classes in military instruction and shall be entitled to an annual grant of fifty dollars under conditions detailed in the above section and regulations as to examination and inspection prescribed by the Education Department," 3

gave additional support to a fuller secondary school curriculum which would include a cadet corps along with a physical training and sports programme under the sponsorship of the school.

The details concerning the organization, administration, supervision and inspection of Cadet Corps were specified, and to assuage the concern of parents and Boards of Education regarding the possibility of active military service the following regulation was included in the memorandum 'Military Instruction of High School Cadet Corps',

"High School Cadet Corps may be formed for instruction in military drill and training in High Schools and

1 G. W. Ross, The School Systems of Ontario, 1896, p. 124.

2 Report of the Minister of Education 1898, p. xxxv.

3 John George Hodgins, The Establishment of the Schools and Colleges in Ontario, Volume III, p. 405.

Collegiates, but such corps shall on no account be employed on active military service." 1

This cursory glance at the period before 1900 has indicated that physical training and hygiene had been gaining recognition on the school curriculum and in particular in the high schools and collegiate where drill and exercises were associated with cadet corps.

The inclusion of the subject in the curriculum of an early second school teacher training institute was expressed during a personal conversation with Mr. George Keith, now ninety years of age, who attended the first session at the Hamilton Normal College in 1896. This gentleman had been a volunteer instructor in gymnastic classes at the University of Toronto and because of his experience with apparatus, exercises, gymnastics, the single stick and quarter staff he was not required to take the course at the Normal College but was asked by the instructor, Sgt. J. J. Syme, to assist in providing instruction for his teacher colleagues.

1 John George Hodgins, The Establishment of the Schools and Colleges in Ontario, Volume III, p. 405.

In addition to the provisions made for the professional preparation in physical education for all teachers enrolled in the secondary school teacher training institutes, there began to emerge at the turn of the century a number of programmes and influences which were to have a continuing effect on Ontario school programmes and teacher education.

The growing recognition of the benefits to be derived from physical exercise and the increase in popularity and participation in games and sports gave a new importance to physical education. The developing spirit of nationalism and the desire for health, activity, strength and athletic success highlighted the need for qualified persons not only in the schools but in such movements as the Y.M.C.A., the playground and in clubs and organizations.

All these circumstances succeeded in causing people to think, to evaluate what was taking place and what could take place; and to develop a concept that if this was to be an accepted subject on the curriculum it was necessary to provide professional preparation for interested teachers. As a result the initiation and/or extension of physical and health education professional preparation courses began to take shape.

The most significant developments of the period 1900-1919 were the establishment of the Diploma course for men and women at the University of Toronto, the opening of the School of Expression at Victoria College, the beneficence of Lord Strathcona in the establishment of a Trust fund, and the provision for physical and health education summer school courses for public and secondary school teachers.

THE DIPLOMA COURSE AT THE UNIVERSITY OF TORONTO

When Mr. George Keith participated in a voluntary instructor programme under the leadership of Sgt. Major Williams at the University of Toronto, he received no recognition in the form of a certificate or diploma. Later, diploma recognition was achieved following a presentation to the administrative officials by a student who was active in a similar programme during his undergraduate career. This student was Mr. F. W. Wood who, intending to enter the teaching profession following graduation from the Mathematics and Physics course, foresaw the advantage of having some evidence of his ability to instruct athletics and gymnastics which he could present when applying for a teaching position. In 1901 this graduate was the recipient of the first Diploma in Gymnastics and Drill.

In the ensuing years Lt. Col. Wood was to experience a distinguished career as a teacher, principal, administrator, and soldier in two world wars as well as lengthy military service during peace time.

Prompted by the recognition of Mr. F. W. Wood's contribution, a diploma course in Gymnastics and Physical Drill for men was established by the Senate of the University of Toronto in 1900,¹ and a similar statute established a course for women in 1901.²

The course outline, which first appeared in the calendar for the session 1901-1902 set out a three year curriculum embracing both theory and practice under the instruction of W. J. Mullock, B.A., M.B., and Sgt. Major Williams. Regulations required that all students pass an examination in elementary anatomy and hygiene along with a theoretical course including anthropological measurements and general methods

¹ Statute of the University of Toronto Senate, No. 436, passed November 9, 1900.

² Statute of the University of Toronto Senate, No. 461, passed June 24, 1901.

adapted to improve the physical condition of the students. Practical work for men included the horizontal and parallel bars, vaulting horse, rifle exercises and military drill, club swinging, fencing, boxing and wrestling. For the women a more comprehensive programme included dumb-balls, club swinging, basketball and Swedish exercises for the upper extremities; progressive exercises including running, marching and vaulting; calisthenics for harmony of movement; vocal exercises and exercises involving the correlation of muscular movement with the eye, comprising archery, fencing and tennis. This work was taken along with the requirements for a degree.

In order to obtain a diploma the Senate required students to present a certificate of successful completion of three years of instruction, and to pay a fee of two dollars.¹ Graduates were few, there being a total of four men and one woman listed during the first five years.²

A change in name, which may be attributed to Dr. J. W. Barton, who was appointed physical director at the University, was brought about in 1908. The course which provided anatomy, physiology and corrective work in the theory requirements for both women and men was termed a Diploma Course in Physical Training.

The arrival of Miss Coventry in 1912 from the Peterborough Normal School to assume the position of Director of Athletics for women accounts for the changes in the women's course which were outlined in the 1912-1913 calendar. The outline prescribed theory lectures for one hour a week to extend over the entire undergraduate period of four years and included anatomy, hygiene, the physiology and psychology of exercise;

1 University of Toronto, Calendar for the Session 1901-1902, Toronto, University of Toronto, 1901, p. 22.

2 Province of Ontario, Sessional Papers, "Reports of the Board of Governors, University of Toronto, 1903-1908.

a history of physical education and, in the fourth year, pedagogy and social work. Practical exercises were required for three periods each week and included, in addition to the previous curriculum, rings, fencing, aesthetic gymnastics, folk dances, games and swimming.¹

There were no changes observed in the curriculum from 1913-1918 but in the calendar for the session 1918-1919 there appeared a more detailed outline showing a four year course for both women and men (Appendix 1). Admission requirements included those for regular undergraduate courses and no fees were charged for the additional physical education subjects.

THE MARGARET EATON SCHOOL OF LITERATURE AND EXPRESSION

In 1901 the 'School of Expression' was established in association with Victoria University, Toronto, by Emma Scott Raff with the interpretation of literature, the problems of voice production, and the promotion of physical education as the objectives of the course. The school was so successful that it was necessary to secure larger and more comprehensive accommodation. In 1906 Timothy Eaton donated the land, building, and furnishings in honour of his wife, and the school was renamed "The Margaret Eaton School of Literature and Expression." The aims of the school were expanded to include both the provision of courses for personal culture and the provision of training for teachers of literature, dramatic art, and physical education.

The school calendar of 1915-1916 included the following information relative to its offerings in the field of physical education,

"A recognition of physical education, as an essential in the curriculum of every school and college, has created a demand for thoroughly qualified teachers...."

1 University of Toronto, Calendar for the Session 1912-1913, Toronto: University of Toronto, 1912, p. 47.

The aim of this department is to provide young women with a thorough training which will enable them to take advantage of these opportunities for service as teachers and supervisors of physical education in all its phases." 1

By 1920 the school had developed to the point where three specific departments were established: (i) The Department of Literature and Dramatic Art, (ii) The Department of English and French, and (iii) The Department of Physical Education.

High School graduates were accepted into three specific programmes:

- (1) a three-year course leading to the diploma of 'Literature and Expression,'
- (2) a two-year normal course in literature and dramatic art leading to a teacher's license,
- (3) a two-year normal course in physical education leading to a teacher's diploma.

In physical education, staff members gave lectures in anatomy, physiology, hygiene, kinesiology, and the theory of physical education. Practical work included rhythmic exercises, apparatus, games, athletics and swimming. All forms of dancing, including instruction in folk dances, received emphasis.²

The school continued to flourish and when the problem of additional space became acute it was solved in January 1918 by Mr. Timothy Eaton when he gave the Margaret Eaton School the use of the recreation centre at 415 Yonge Street in Toronto. This former Y.M.C.A. building provided satisfactory accommodation and made possible an expanded instructional programme for the students who, as graduates of the school, supplied leadership in the Y.M.C.A., playground, recreational and public and private school programmes.

1 M. L. Van Vliet, Physical Education in Canada, p. 66.

2 W. F. R. Kennedy, Health, physical Education and Recreation in Canada: A History of Professional Preparation, p. 53.



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